



# 2011

## English 2 Course Overview

**Kentucky Department of Education**

**6/12/2011**

This sample course overview begins with the Kentucky Core Academic Standards and incorporates 21<sup>st</sup> century learning skills as well as Quality Core standards for English 10.

English 2 Sample Course Overview

Essential Questions	Standards	Anchor Texts	Connections to 21 <sup>st</sup> Century Learning 4C's	Strategies/Activities	Assessments	Connections to Quality Core English 10 by ACT
<p>Unit 1</p> <p>Why is it important to understand different cultures and points of view?</p> <p>How can I develop as a reader, writer, and speaker to communicate about events taking place in a global society?</p>	<p>RL. 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world Literature.</p> <p>RI.9-10-6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>SL. 9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>W. 9-10. 4 Produce clear and coherent writing in which the development,</p>	<p>Students will choose a fiction text from an author outside of the U.S. Their choice and appropriate for their reading level. (Use appendix B or KDE's archived webinar to help consider the 3 legs of text complexity triangle)</p> <p>Speeches for close reading and analysis in class</p> <p><i>I Have a Dream</i> and <i>Act III: Julius Caesar</i></p>	<p>Students will <b>communicate</b> in an online discussion where they will write about what they read and what they think about what they read. (Writing about what you read increases comprehension) They will respond to one another about what they are learning about cultures from around the world.</p> <p>The online discussion should lead to a question for the inquiry research project.</p> <p>They will <b>collaborate</b> to <b>create</b> a multi-media project that develops out of</p>	<p>Daily lessons will be designed to address the standards and learning targets for this unit. Learning targets will be established according to the needs of each individual class with the intent of learning targets being a way of reaching mastery of the standards.</p> <p>Each day the teacher will provide explicit instruction for a specific reading strategy that will help students master the standards.</p> <p><i>Gradual Release:</i> The teacher might use a poem or one of the speeches to show students how to read closely and analyze a particular point of view or purpose. Then there might be a</p>	<p>ON GOING: Students will keep a reading journal where they record their close reading of text as well as their process of mastering the standards for this unit and where they will set goals for learning and reading.</p> <p>The teacher will adjust instruction according to the needs of the students. A variety of strategies will be utilized for formative assessments. (e.g. exit slips, reading journal, writing in response to reading daily texts, etc.</p>	<p>Reading</p> <p>5. Author's voice and method Analyze an author's implicit and explicit argument, perspective, and <b>viewpoint in text</b></p> <p>1. Reading Across the Curriculum a. Choose materials for independent reading on the basis of specific criteria (e.g. personal interest, own reading level, knowledge of authors and literary or nonliterary forms) b. read independently for a variety of purposes</p> <p>2. Reading Strategies a. Apply strategies before, during, and after reading to increase fluency and comprehension b. Use metacognitive skills when reading c. Demonstrate comprehension of increasingly challenging</p>

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	<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 9-10. 7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</b></p> <p><b>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</b> a. Interpret figures of speech in context and</p>	<p><a href="http://www1.teachertube.com/viewVideo.php?video_id=20916&amp;title=I_Have_A_Dream_Speech">http://www1.teachertube.com/viewVideo.php?video_id=20916&amp;title=I_Have_A_Dream_Speech</a></p> <p><a href="http://www.pbs.org/newshour/bb/social_issues/jan-june11/dream_01-17.html">http://www.pbs.org/newshour/bb/social_issues/jan-june11/dream_01-17.html</a></p> <p>Photos from current events around the world would be relevant.</p> <p><a href="http://www.poets.org">www.poets.org</a> is an excellent resource for finding poems to use during instruction. Poems should be selected according to individual class needs.</p> <p>Poems from resources available at</p>	<p>the inquiry research project.</p> <p><b>Critical thinking</b> will be required for analysis of point of view and purpose.</p> <p>The online discussion enhances <b>collaboration</b> among peers and the teacher.</p> <p>The multi-media research project requires <b>critical thinking</b> through inquiry, <b>creativity</b>, <b>collaboration</b>, and ultimately, <b>communication</b> of the ideas and insights gleaned during research.</p>	<p>second poem that students work through with a partner. Finally, they will work through the analysis on their own. The teacher will model how to annotate a poem or speech to increase comprehension. The students will annotate with a partner next.</p> <p>Independently students will annotate text to increase their comprehension.</p> <p>Depending upon the needs of the students, a single text might be used to work through this gradual release process.</p> <p>The poems or the texts students chose to read could be used for teaching language standard #5. This same gradual</p>	<p><b>Summative Assessments</b></p> <p>Cold reading of paired passages fiction and non-fiction, photograph and poem. Students will demonstrate mastery of standard #6 for literature and informational reading and mastery of writing standard #4 and language standard #2 when they <b>write about the passages they read closely</b>. Multiple choice questions might be utilized to assess students' mastery of language standard #5. These questions would need to be written at a high</p>	<p>texts by asking and answering literal, interpretive, and evaluative questions d. Use close reading strategies (e.g., visualization, annotating, questioning) in order to interpret increasingly challenging texts</p> <p>Writing 5a Conventions of usage. Correctly spell commonly misspelled/confused words Writing 6 a. Recognize that several correct punctuation choices create different effects b. Use punctuation</p>

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	<p>analyze their role in the text</p> <p>b. Analyze nuances in the meaning of words with similar denotations</p>	the school could be utilized.		<p>release process will be utilized to help students meet speaking and listening standard #3—evaluating speaker's point of view.</p> <p>For the introduction to the unit, the teacher will display media photographs of other cultures and will lead students through an analysis. The media center at Ithaca College is one source of information for analyzing media images.</p> <p><a href="http://www.ithaca.edu/looksharp/?action=medialithandouts">http://www.ithaca.edu/looksharp/?action=medialithandouts</a></p> <p>Students will write for different purposes and audiences throughout the mini</p>	<p>cognitive level to assess the students' ability to interpret and analyze as called for in the standard.</p> <p>A rubric will be developed to assess students' mastery of the reading and writing standards.</p> <p>With a partner or small group, students will create a multi-media project that develops out of the inquiry research.</p> <p>The teacher and class will co-create a rubric for the multi-media project.</p>	<p>correctly within sentences and words c. Demonstrate correct use of capitalization</p> <p>8. Words and their history. Apply connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>

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				<p>lessons the teacher develops for this unit. The teacher will provide feedback and continue to assess the students' ability to produce clear and coherent writing.</p> <p>Text based discussions will be a regular part of classroom instruction. Text based discussion resource available on KDE's website or at this link <a href="http://tinyurl.com/3cohess">http://tinyurl.com/3cohess</a></p>		
<b>Unit 2</b>	<p>RL.9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p>	<p><b>Drama</b></p> <p><i>The Glass Menagerie</i> by Tennessee Williams</p> <p><b>Non print text</b></p> <p><i>Number 1 (Lavender Mist)</i> by Jackson Pollock</p>	<p><b>Critical thinking and creativity</b> required to compare art and drama.</p> <p>Students will <b>communicate</b> their analysis through written and oral</p>	<p>Since the action of the play is drawn from the memory of the characters, <i>The Glass Menagerie</i> is an excellent text to use for analyzing how characters advance the plot. Close reading, frequent class discussion and</p>	<p>Discussion protocols will be utilized to record students' progress toward demonstrating their understanding.</p> <p>Additional ongoing formative</p>	<p>Reading 3. Knowledge of literary and non literary forms</p> <p>Read dramatic literature and analyze its conventions to identify how they express a writer's meaning</p> <p>➔ Author's voice and method</p> <p>Identify, analyze and</p>

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	<p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts and information to make important connections and</p>	<p>Resources KET Arts toolkit   <a href="http://www.ket.org/artstoolkit/visual/preview/visual_pov1.htm">http://www.ket.org/artstoolkit/visual/preview/visual_pov1.htm</a></p> <p>National Gallery of Art  <a href="http://www.nga.gov/collection/gallery/20centpa/20centpa-55555.0-exhibit.html">http://www.nga.gov/collection/gallery/20centpa/20centpa-55555.0-exhibit.html</a></p> <p>New York Times Multimedia view of Jackson Pollock  <a href="http://topics.nytimes.com/topics/reference/timestopics/people/p/jackson_pollock/index.html?offset">http://topics.nytimes.com/topics/reference/timestopics/people/p/jackson_pollock/index.html?offset</a></p>	communications	<p>opportunities for exploration of vocabulary are all essential to mastering the standards for this unit</p> <p>Vocabulary strategies for learning domain specific vocabulary will be essential</p> <p>As with the first unit, this unit will include mini lessons with appropriate learning targets and scaffolding to lead students to mastery of standards.</p> <p>Students will write a formal essay in which they compare print and non print text. To model this essay, the teacher and class will work through a comparison of expressionism will be made through analysis of <i>The Glass</i></p>	<p>assessment strategies will be utilized to determine how close students are to achieving mastery of the standards for the unit.</p> <p>Formal analytical essay</p>	<p>evaluate plot, character development, setting, mood, theme, and point of view as they are used together to create meaning in increasingly complex texts</p> <p>8. Words and their history. Apply connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p> <p>Writing 4. Sentence-level constructions. c. use parallel structure to present items in a series and items juxtaposed for emphasis</p>

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	<p>distinctions; include formatting, graphics, and multimedia to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><a href="#"><u>=20&amp;s=oldest</u></a></p> <p>Informational Text</p>		<p><i>Menagerie</i> and a piece of visual art <i>Number 1 (Lavender Mist)</i></p> <p>Mini lessons will lead students to the creation of a presentation that demonstrates their understanding and analysis of the print and non-print text they compared. They will use media to enhance their presentation.</p>	<p>The teacher and class will co-create a rubric for the presentation of the analysis of print and non print text.</p>	

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	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>RI.9-10.7 —</p> <p>Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p>					<p>Not in Quality Core English 10 standards</p>
	<p><b>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</b></p> <p>a. Use parallel structure</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participle, prepositional, absolute) and clauses (independent, dependent noun, relative, and adverbial) to convey</p>					<p><b>Writing 5a Conventions of usage. Correctly spell commonly misspelled/confused words</b></p> <p><b>Writing 6 a. Recognize that several correct punctuation choices create different effects</b></p> <p><b>b. Use punctuation correctly within sentences and words c. Demonstrate correct use of capitalization</b></p>

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	specific meanings and add variety and interest to writing or presentations.					Not in Quality Core English 10 standards
	S & L. 9-10. 5 Make strategic use of digital media (e.g. textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.					

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Unit 3	<b>R.L.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as <b>inferences</b> drawn from the text RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	<i>Letter from Birmingham Jail</i> By Dr. Martin Luther King, Jr.  <i>Ballad of Birmingham</i> by Dudley Randall		Close reading of text will continue in unit. Reading Comprehension Strategies Summarize. Ask questions, visualize, make connections, determine importance, <b>infer</b> , synthesize, and monitor comprehension.  Text based discussions will be a regular part of classroom instruction. Text based discussion resource available on KDE's website or at this link <a href="http://tinyurl.com/3cohes">http://tinyurl.com/3cohes</a>	Argumentative essay as summative assessment.  Formative assessment strategies will be utilized to inform instruction and to design the smaller mini lessons throughout the unit.	Reading 3. Knowledge of literary and non-literary forms  Identify and interpret works in various poetic forms and explain how meaning is conveyed through features in poetry  Identify, analyze and evaluate the characteristics of literary forms from various cultures and non literary forms
	RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.5			AN LDC MODULE with an argumentative task MIGHT FIT WELL WITHIN THIS UNIT		In Quality Core at a much lower cognitive level asking students to <u>locate</u> important details and facts that support claims. KCAS asks students to delineate and evaluate the argument.

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	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter)					
	<p>W.9-10.1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the</p>					<p>Not in Quality Core at the same level. QC asks students to write persuasively—and it also asks them to compose a research paper that develops a clear argument (Research part f) QC does not ask students to support claims</p>

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	<p>argument presented.</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, rewriting, editing, or trying a new approach, focusing on addressing what is most significant for a particular audience and purpose</p>					<p>Writing 1. Writing process a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</p>
	<p><b>S &amp; L.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>					<p><b>Listening, Viewing, and Speaking. 2.</b> Application g. Actively participate in small-group and large group discussions, assuming various roles</p>

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	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives,</p>					

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	<p>summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a. Use parallel structure b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.4 Determine or clarify the</p>					<p>Writing 5a Conventions of usage. Correctly spell commonly misspelled/confused words</p> <p>Writing 6 a. Recognize that several correct punctuation choices create different effects b. Use punctuation correctly within sentences and words c. Demonstrate correct use of capitalization</p> <p>Reading 8. Words and their history. b. Infer</p>

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	<p>meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its</p>					<p>word meanings by analyzing relationships between words in increasingly challenging texts c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words</p> <p>d. use context clues to understand unfamiliar words in increasingly challenging texts</p>

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	etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).					
Unit 4	<p>RL. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective</p>	<i>I Know Why the Caged Bird Sings</i> by Maya Angelou				Not in Quality Core

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	summary of the text.					
	<p>W.9-10.3 _____</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters cause a variety of techniques to sequence events so that they build on one another to create a coherent whole</p>					<p>2. Modes of writing for Different purposes and audiences f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters</p>

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	<p>douse precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences and events, setting, and/or characters</p> <p>e. Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative</p>					
	<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>					<p>✶Writing 1. Writing process a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and</p>

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	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a. Use parallel structure b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style</p>					professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement

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	<p>manual (e.g., <i>MLA Handbook</i>, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>S &amp; L 9-10. 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>					
Unit 5	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Mythology</i> by Edith Hamilton</p> <p>Poem by William Carlos</p>				<p>Reading 3. Knowledge of literary and non literary forms</p> <p>Identify, analyze and evaluate the characteristics of literary</p>

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	<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>	<p>Williams <i>Landscape with the Fall of Icarus</i></p> <p>Non-print text Breughel's painting <i>Landscape with the Fall of Icarus</i></p>				<p>forms from various cultures and non literary forms</p> <p>This standard is loosely related and a lower cognitive demand is called for this standard in QC. Reading 3. Knowledge of literary and non literary forms b.</p>
	<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>					<p>Describe how the choice of form (e.g. film, novel, sculpture) affects the presentations of a work's theme or topic</p>
	<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update</p>					<p>Not in Quality Core</p>

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	<p>individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate</p>					<p>This loosely relates to a reading standard in QC. 7. Literary criticism. B. provide an interpretation of a literary work that is supported by evidence from text and from cogent reasoning</p>

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	and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").					
Unit 6 Environment	<p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>RI.9-10.4 Determine the meaning</p>					<p>Writing C. Research d. compile and systematically organize important information to support central ideas, concepts, and themes f. Compose a research paper that develops a clear arguments and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines of MLA or other stylebook</p> <p>Writing 5a Conventions of usage. Correctly spell commonly misspelled/confused</p>

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	<p>of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>					<p>words</p> <p>Writing 6 a. Recognize that several correct punctuation choices create different effects</p> <p>b. Use punctuation correctly within sentences and words</p> <p>c. Demonstrate correct use of capitalization</p>
	<p>S &amp; L.9-10.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>					<p>Not in Quality Core</p>
	<p>S &amp; L. 9-10.4</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the</p>					<p>Not in Quality Core</p>

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	<p>line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>L.9-10.1</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking            a. Use parallel structure            b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2</b>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>					<p>Writing 5a Conventions of usage. Correctly spell commonly misspelled/confused words</p> <p>Writing 6 a. Recognize that several correct punctuation choices create different effects            b. Use punctuation correctly within sentences and words c. Demonstrate correct use of capitalization</p>

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	when writing or speaking a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent b. use a colon to introduce a list or quotation c. Spell correctly					
Unit 7	RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).			Teach literacy strategies to help students determine relevance/importance perspectives not represented, to look for evidence to support assumptions and beliefs, to recognize influence of political/social climate when text was written.		Not in Quality Core Standards for English 10 →
	W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection and research a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an					Not in Quality Core Standards for English 10 →

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	<p>author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>					<p>This loosely relates to a reading standard in QC. 7. Literary criticism. B. provide an interpretation of a literary work that is supported by evidence from text and from cogent reasoning</p>
	<p><b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p>					

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	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a</p>					<p>Reading 8. Words and their history. b. Infer word meanings by analyzing relationships between words in increasingly challenging texts c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words</p> <p>d. use context clues to understand unfamiliar words in increasingly challenging texts</p>

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	dictionary).					
Unit 8	RL.9-10.5 _____ Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.					Reading 5. Author's voice and method Identify, analyze, and evaluate author's use of parallel plot and subplots in increasingly complex texts
	RI.9-10.3 _____ Analyze how the author unfolds an analysis or					Not in Quality Core English 10

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	<p>series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>			<p><del>AN LDC MODULE</del> <b>MIGHT FIT WITHIN THIS UNIT</b></p>		<p>Writing 2 modes of writing for different purposes and audiences. B. craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details and examples</p>

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	<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding</p>					

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	<p>statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Reading Literature and Information Standard 10 and Writing standard 10</p>					